

Strategies for the Improvement of Indicator 8 Parent Survey Results

Thank You
to the
Indicator 8 Focus Group:

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Marlies Burns, Utah State Office of Education
Kay Clark, Alpine School District
Glenna Gallo, Utah State Office of Education
Kathryn McCarrie, Granite School District
Julie Mootz, Utah Personnel Development Center
Heather Nelson, Noah Webster Academy
Louise Ogden, Utah Parent Center
Bradie Ormond, Davis District
Helen Post, Utah Parent Center
Beth Usui, Jordan School District
Roz Welch, Utah Parent Center

1. Did you receive a copy of your procedural safeguards (parent's rights)?

STRATEGIES:

When sending out the Notice of Meeting, also send out a copy of the procedural safeguards at the same time.

When the meeting starts, begin by asking whether or not they received the procedural safeguards, as well as the Notice of Meeting.
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Ensure special education forms document that parents received a copy at required times.

Review key rights verbally at the first meeting of the school year. Use scripted document to ensure that teams address the most key areas of the procedural safeguards. (Davis EXAMPLE may be downloaded at: http://www.davis.k12.ut.us/sped/SPED%20Documents/Procedural%20Safeguards%20Checklist.pdf and Ranches EXAMPLE)
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Include prompt for review of rights and provision of rights booklet on meeting summary/anecdotal record. (Davis EXAMPLE http://www.davis.k12.ut.us/sped/SPED%20Documents/meeting%20summary%20form%20-%20lines.pdf and Ranches EXAMPLE)

Provide in depth training to special education staff about the content and importance of the procedural safeguards.

Procedural Safeguards Checklist

(This is a brief summary of some of the rights of students with disabilities and their parents. Please refer to the *Procedural Safeguards for Children with Disabilities and Their Parents* booklet for an in-depth explanation.)

- ☐ As a parent you have the right to participate in meetings held with respect to the identification, evaluation, and educational placement of your student and the provision of a free appropriate public education as outlined on an Individual Education Plan (IEP). School personnel may have informal meetings without the parents.
- ☐ Parents have the right to consent or refuse consent for any proposed actions.
- ☐ Parents have the right to receive regular reports on their student's progress toward IEP goals as often as the school notifies the parents of students without disabilities.
- ☐ You may look at your student's records. Special education records are confidential and kept in a locked file apart from his/her regular school records. If you need copies, those can be made available to you in a reasonable amount of time.
- ☐ An annual review of special education services is conducted through the IEP process. You are an active part of that process.
- ☐ You may make a request for an independent evaluation of your student if you are in disagreement with all or some portion of the assessment completed by the school team. The special education teacher can refer you to the district coordinator over that program to discuss the request and procedures.
- ☐ We want to make sure your concerns are addressed regarding the Special Education program for your student. We recommend the following progression:
 - 1. School team/Principal
 - 2. District SPED Coordinator
 - 3. Special Education Director
 - 4. District Superintendent
 - 5. USOE -- Students at Risk
- ☐ You may request a due process hearing. This request needs to be in writing to the school district superintendent.
- ☐ You have a responsibility to inform the school district special education director in writing within 10 business days if you intend to remove your student from public school and place him/her in private school.

To Be Informed of School Discipline and Alternative Placement:

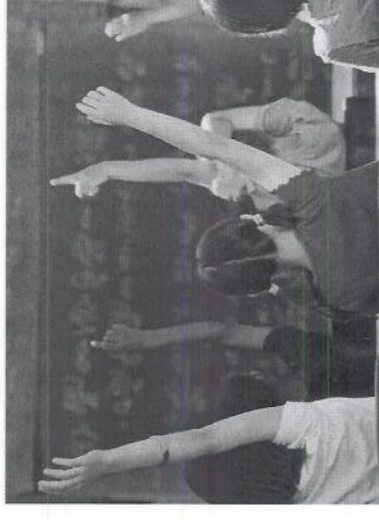
There are specific rules regarding the suspension and expulsion of students with IEPs. Generally, a student with a disability may be suspended or placed in an alternative educational setting to the same extent that these options apply to students without disabilities.

If your child is in such a placement for more than ten days, an IEP meeting must be held to consider the appropriateness of your child's current placement, and the extent to which the disability is the cause of the misconduct. Regardless of your child's placement, the district must provide a free appropriate educational program for your child.

To Be Informed of Policies Regarding Children Who Attend Private Schools:

Children who are enrolled by their parents in private schools may participate in publicly funded special education programs. Although school districts have the clear responsibility to offer a free appropriate public education to students with disabilities, recent changes in federal law have significantly limited the school district's responsibility to provide services to students who have been enrolled in private schools.

Parents' Rights: A Brief Summary of Procedural Safeguards



This notice is an abbreviated summary of procedural safeguards under federal and state laws.

A Brief Summary of Procedural Safeguards

You Have the Right...

To Participate:

You have the right to refer your child for special education services, to participate in the development of the individualized education program (IEP), and to be informed of all program options and alternatives, both public and nonpublic.

To Receive Written Prior

Notice:

You have a right to receive prior written notice in your native language when the school district initiates a change in the identification, assessment, or educational placement in special education.

To Consent:

You must provide informed, written consent before a child is assessed or provided with any special education services. Parental consent must also be provided before any change in special education services can occur.

To Refuse to Consent:

You can refuse to consent to an assessment or the placement of your child in special education.

To Receive Independent Educational Assessments:

You may obtain an independent educational assessment for your child at

public expense if you disagree with the assessment conducted by the school district. The school district must help you obtain a second opinion if it is asked to do so. If the district believes that an independent assessment is unnecessary, it may request a hearing to prove that the district's assessment is appropriate.

To Access Your Educational

Records:

You have a right to inspect, review, and obtain copies of your child's educational records.

To Stay in the Current Program if there is a Disagreement

About Placement:

If you disagree with the district regarding your child's special education placement or a proposed change in placement, the law requires the student to "stay put" in the current program until the dispute is resolved.

To be Given a Hearing Regarding Disagreements About an IEP:

You have the right to present a complaint relating to the provision of a free appropriate public education for your child; to have an attorney, an advocate, and the student, if appropriate, present at the due process

hearing; and to make the hearing public. Under certain conditions, the hearing officer may award, reduce, or deny the reimbursement of attorneys' fees and fees paid to nonpublic institutions by parents in the settlement of a case.

To Receive Mediation:

You are also encouraged to consider settling disagreements regarding your child's special education program through voluntary mediation, a process through which parties seek mutually agreeable solutions to disputes with the help of an impartial mediator. You can seek mediation alone or separate from due process, or you can participate in mediation pending a due process hearing. Mediation cannot be used to delay your right to a due process hearing.

To File a Complaint:

If you believe your child's school district has violated the law, you may file a complaint with the Utah State Office of Education.



Student Name: _____

School Attending: _____

DOB:

☐ Procedural Safeguards summarized and given to parents (once per year)

☐ Age of Majority signed (on or before age 17)

Print list of people in attendance and their title or role. See attached sheet if more than 6.

[illegible][illegible]

Parent given copy of (as needed): ☐ IEP ☐ Eligibility ☐ Evaluation Report

Signatures

[illegible]

Special Education Meeting Summary
Continued

Student Name: _____

School Initiated Items Considered:

Parent Initiated Items Considered:

Adopted by Team
Where will it be addressed?

Not Adopted by Team
Reasons Why Stated

Date: _____

2. Were your procedural safeguards (parent's rights) explained so that you understood them?

STRATEGIES:

Provide a one page summary in parent-friendly wording describing the procedural safeguards. (Ranches EXAMPLE)

Offer inservices for parents of students with disabilities, which provides an opportunity for parents to get and give advice to each other and to the LEA.

At the beginning of each meeting start out with a brief summary of the procedural safeguards to ensure that everyone at the meeting understands parent rights-especially the parents.

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To be Given a Hearing

Regarding Disagreements

About an IEP:

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hearing; and to make the hearing public. Under certain conditions, the hearing officer may award, reduce, or deny the reimbursement of attorneys' fees and fees paid to nonpublic institutions by parents in the settlement of a case.

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3. If you speak a language other than English, does the school communicate with you in that language?

STRATEGIES:

Consider having all school phone messages include a Spanish message.

Identify the school staff who are fluent in additional languages for assistance in communication with parents.

Share common documents that have been translated into other languages with other LEAs. These could be posted on USOE website.

Maintain a state-wide and/or LEA list of people fluent in other languages who would be willing to attend meetings to interpret.

Ensure that people are available to translate for parents so that everyone understands each others' concerns.

Consider using a phone language translation service for immediate, unpredicted, language needs.

4. Did you sign a consent form before your child was evaluated?
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<i>STRATEGIES:</i>

Develop a yearly self-review process using the UPIPS program so teachers see the importance of the documentation.

Continue to use the consent for evaluation form.
--

Prompt teams to consider getting parent signature at the time of review of existing data if an evaluation is to be conducted. This eliminates the need to track a document from school to home and back.
--

5. Did you have the opportunity to provide input during your child's evaluation?

<i>STRATEGIES:</i>

Have parents complete an information form, an interest inventory, a reinforcer inventory, developmental checklist, and/or adaptive rating scales to gather input.

Offer inservices for parents of students with disabilities, which provides an opportunity for parents to get and give advice to each other and to the LEA.
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Use parent input form to solicit input from parents during evaluation. (Summit Academy EXAMPLE)
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Parent Input Form

(Optional)

Confidential – Staff use only

Student's Name:

Date:

Form Completed by:

Allergies:

Diagnosis(es): (optional)

My child learns best using the following types of model or modes of learning based upon my parenting experience:

- ☐ Do not know
- ☐ Auditory (Learns well through listening, verbal instructions, CD's)
- ☐ Kinesthetic (Learns well with physical experiences)
- ☐ Visual (Learns best by seeing, visual supports, computer, DVD's)
- ☐ Other:

Attributes your child possesses:

Items which my child likes or which motivate my child:

Items which can upset my child:

Please explain successful strategies you have used to reduce, eliminate or redirect your child when the child becomes upset:

What not to do if my child becomes upset:

Items, strategies or programs used at home to help my child communicate, complete his/her work or to learn concepts:

Please list strategies, programs or interventions that you believe have been unsuccessful for your child and why you think they were unsuccessful:

6. Did the evaluation team listen to and consider your input?
--

<i>STRATEGIES:</i>

Provide a parent portfolio to keep all information gained from the parents to move with the child throughout the school years.
--

Document parent input on the Evaluation Summary Report.

As a team, request additional information from parents (i.e., medical reports, outside evaluation).

As a team, acknowledge and paraphrase parent input to show parents their input was considered and listened to.
--

Send parents a letter asking if they have additional input to be considered during the evaluation.
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Verbally review completed parent input form during eligibility meeting.

Provide professional development to evaluation/eligibility team on positive communication strategies.

UPC provides training for parents on the input process.

7. Were you invited to a meeting to discuss the results of your child's evaluation?

STRATEGIES:

Send a Notice of Meeting to parents prior to the meeting with the purpose (review evaluation results) clearly marked.

Provide training to special education staff about the type of assessment and the resultant data, thereby ensuring teams are equipped to discuss evaluation results in a meaningful manner.

8. Was the IEP meeting scheduled at a mutually agreeable time?

<i>STRATEGIES:</i>

Consider scheduling IEPs before school while parents are bringing their students to school. If that time is not mutually agreeable, schedule the meeting at a time that will be convenient for them.
--

Consider all team members' schedules when scheduling meetings.
--

Provide parents with options of dates/times for meetings.

Ensure that meetings are scheduled with enough time to complete the IEP.
--

Arrange for coverage of classes so that team members can attend IEP meetings.

Ask the parent for possible dates/times prior to scheduling the meeting.
--

Use email to identify best dates/times for team members' (including parents) availability.
--

Phone/email parent with proposed meeting dates prior to completing the Notice of Meeting. The time involved is much less than a missed meeting.

9. Did you receive notice of the time and place before each IEP meeting?

<i>STRATEGIES:</i>

Develop a yearly self-review process using the UPIPS program so teachers see the importance of the documentation.

Invite parents to the IEP meeting. Document that required information elements were provided to parents.
--

Continue to use the Notice of Meeting document.

Consider printing the GoalView Notice of Meeting forms on color printers. The time and date will print in blue.

10. Were you aware of your right to invite individuals who have knowledge or special expertise about your child to the IEP meeting?

STRATEGIES:

Modify the Notice of Meeting form to draw attention to the statement at the bottom.

Include the notification in the Utah Parent Center IEP book.

Include the notification in the Charter School Special Education Primer which may be found at <http://www.schools.utah.gov/sars/inforesource/charterschools.htm>.

Include the notification in the parent resources page on the LEA website.

EXAMPLE)

Offer inservices for parents of students with disabilities, which provides an opportunity for parents to get and give advice to each other and to the LEA.

Teachers, when scheduling meeting with parents, verbally inform parents of this right.

11. Did you bring someone to the IEP meeting?

STRATEGIES:

Inform parents of their right to invite others to the IEP meeting.

12. Did a general education teacher attend the IEP meeting?
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<i>STRATEGIES:</i>

Develop an LEA online grade tracking system which includes/notifies teachers of classroom accommodations for students in their classes (i.e., Encore, Powerschool). This is increasing general education teacher involvement in IEPs.

Include requirements in LEA-wide administrator training.
--

Use IEP At-a-Glance, which could be filled out by the general education teacher during the IEP meeting. (Park City EXAMPLE)

Train teams to introduce team members and roles at the beginning of the meeting.
--

Consider the use of name tents which include team member role to ensure parents are aware of the roles/members in attendance.

Hold IEP meetings in the general education classroom before or after school to ensure the participation of the general education teacher.

Develop a yearly self-review process using the UPIPS program so teachers see the importance of the documentation.

Send out monthly flier containing compliance requirements and FAQ to special education staff and school administrators in the LEA.
--

LEAs and USOE collaborate with IHEs to infuse requirements of general education teachers in the IEP process throughout pre-service instruction.

LEAs provide training on expectations for general education teachers under IDEA 2004.

The Law (IDEA) and Regular Education

What is the Role of the Regular Education Teacher?

(Information taken from: LRP's National Institute on Legal Issues of Educating Individuals with Disabilities, May 1-6, 2004)

REMINDERS...

IEP Meeting Checklist:

Pre-IEP Issues

- Introduction
- Review & close current IEP
- Review evaluation results
- Determine goals
- Review other factors
- Determine placement (services—not location)
- Closure to Meeting, Signatures
- Follow up

"Many regular education teachers simply do not recognize that IEPs and 504 plans are *legally binding documents* that must be followed. I believe this is the result of teachers not understanding their pivotal role in the formation of IEPs and 504 plans." (Baird, Melinda Esq., LRP's National Institute, May 1-6, 2004)

The IDEA specifically defines the legal responsibilities of the regular education teacher as a member of the IEP team:

The regular education teacher of the child, as a member of the IEP team, shall, to the extent appropriate:

- (i) Participate in the

development of the IEP of the child;

- (ii) Assist in the determination of appropriate positive behavior interventions and strategies for the child; and

- (iii) Assist in the determination of supplementary aids and services, program modifications, or supports for school personnel that will be provided for the child. (34 CFR 300.346(d))

Perhaps, the most pivotal person in the meeting!

What the IEP MUST Contain:

- #1 Student Information
- #2 Present Levels of Academic Achievement & Functional Performance
- #3 Special Factors
- #4 Measurable Annual Goals
- #5 Services plus Adaptive Services
- #6 Participation in State & District Assessment
- #7 Regular Curriculum, Extra-Curricular & Non-Academic Activities
- #8 Transition Plan
- #9 Special Requirements for Graduation
- #10 Notices & Participants, ESY, Comment Section

Regular Education Teacher as an IEP Team Member

Effective July 2, 1998 every IEP ("Individualized Education Program") team must include "at least one regular education teacher of the child." 34 CFR 304.344(2).

20 USC 1414(d)(1)(B) further explains that the team must have "at least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);" *We need to be careful with this. If we say that we do not need a regular education teacher in the IEP we may be predetermining that the student will be totally segregated from regular education!*

This is not a certification issue! The law is mandating a teacher, who is teaching the student part of the general education curriculum, participate in the IEP meeting!

Appendix A to the IDEA Federal Regulations provides that:

Very often, regular education teachers play a central role in the education of children with disabilities (H. Rep. No. 105-95, p. 103(1997); S. Rep. No. 105-17, p. 23 (1997) and have **important expertise regarding the general curriculum and the general education environment.** Further, with the emphasis on involvement and progress in the general curriculum added by the IDEA Amendments of 1997, **regular education teachers have an increasingly critical role** (together w/sped and related services personnel) **in implementing the program of FAPE** for most children with disabilities, as described in their IEPs.



ASD Special Ed

Five Questions every
Regular Education
Teacher should ask...

1. Which students in my class have an IEP or a 504 plan?
2. Have I personally reviewed each IEP or 504 plan?
3. Do I remember what these documents say?
4. Am I making a "good faith effort" to implement each IEP or 504 plan?
5. Do I have any proof that I am implementing the IEP and/or 504 plans?

If you answered "No" to even one of these questions, you are at risk of being out of compliance with the federal law!

We're on the Web!

Visit us at:
<http://special.ed.alpinedistrict.org/>

What do Gen Ed & Sp Ed Teachers bring to the IEP team?

(adapted from IEP Team Guide, CEC 1999)

A GenEd Teacher brings knowledge of:

- the core curriculum
- the pace of the regular education class
- the dynamics of the class
- how the student with disabilities performs in the core curriculum
- how the student performs in the regular education classroom
- how the student interacts with peers
- experience working with whole class (large group) learning activities

A SpEd teacher brings a knowledge of:

- IDEA/law/paperwork/compliance
- specific disabilities/behavior management
- student learning styles/special education

techniques and strategies

- assessment results and test data
- experience working with students individually or in small groups

Both need to:

- communicate effectively and work within a team context
- observe sped students and record their behaviors objectively
- describe student's performance/behaviors to emphasize the student's strengths
- be willing to try new approaches
- be willing to ask for assistance when needed
- implement the IEP with fidelity

About Our Department...

Kay Clark, Director of Special Education

Secretaries: Kathy Murdoch & Kathi Wright, Office Support: Breeann Lamb

Directors:

Linda Otte, SpEd Early Childhood, Compliance & Support Services

Ryan Burke, Second/Sch Psy; Bruce Farrer, Elem-South; Karen Slife, Elem-North

Coordinators:

Tanya Toles, Prof Dev

Frank Garrett, PreSch

Pam McKinney, Prof Dev, PreSchool

Jill Allgaier, Transition, Elem SMG, Peterson

Teacher Leaders:

Roslyn Nelson & Kim Wong, Elem-S Diane Reaveley & Dana Wilson, Elem-N

Sharon Busby & Vicki Groesbeck & Melanie Hansen & Marguerite Mower, Sec

Tammy Card, Ginger Pierce, Kathie Ritter, CDS (Speech)

Rochelle Pinnock, Math Specialist

Support Services:

Nancy Olsen, GoalView

Adam Hansen, GoalView Tech

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Who Runs the IEP Meeting & What Does It Look Like?

IEP Meeting

IEP Meeting Checklist:

- Pre-IEP Issues
- Introduction
- Review & close current IEP
- Review evaluation results
- Determine goals
- Review other factors
- Determine placement (services)
- Closure to Meeting
- Follow up

What the IEP MUST Contain:

- Present levels of performance
- Measurable goals
- Related Services
- Participation with /non-disabled peers
- Assessment Accommodations & Modifications
- Service Dates (Begin/end/End)
- Progress Reports
- Transition Services
- Transfer of Rights

From ASD Special Education Dept.:

"We thank you for your willingness to serve in the vital role of LEA. We know you understand the importance of your job and the responsibilities of:

- holding weekly team meetings,
- making sure that proper steps are fulfilled in the evaluation and data collection process
- conducting IEP meetings,
- committing school and district resources

to provide special education students a free and appropriate public education (FAPE) in the least restrictive environment (LRE) according to the individuals with Disabilities Education Act (IDEA '97).

Our role is to further support and assist individual school LEA representatives as they comply with

IDEA in working with their neighborhood school clientele.

This manual is designed for the practicing LEAs of Alpine School District. It is to be used as a resource in following the special education process as outlined through current federal regulations, state rules, case law, and district practice. This manual is not meant to supercede or replace the federal regulations or state rules. Any additions, deletions, or questions should be directed to the ASD SpEd department. The information presented in this manual is current as of the date of this letter (July 2005), however, it is always in a state of change as is IDEA and education law.

We appreciate that the use of this manual will assist you in successfully navigating the ever-changing maze of special education. We appreciate your efforts and dedication in providing appropriate services to the students of Alpine School District."

IEP Team Members

- | | | |
|------|---|--|
| I. | Parents of the Child; | about the availability of resources; |
| II. | At least One Regular Ed. Teacher of the Child; | |
| III. | At Least One Special Ed. Teacher of the Child; | iii. Is knowledgeable about the availability of resources; |
| IV. | LEA Representative of the Local Education Agency who: | |
| | i. Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; | V. An Individual who can Interpret the Instructional Implications of Evaluation results (<i>may be one of above mentioned members</i>) |
| | ii. Is knowledgeable | VI. Individuals who have knowledge or special expertise regarding the child; |
| | | VII. The Student, if age 14 or older, must be invited (younger students may attend if appropriate.) |



ASD Special Ed

For All Students:

- I. Present Levels of Performance
- II. Measurable Goals with Objectives/Benchmarks
- III. Assessment Information
- IV. Nonparticipation with Non-disabled Students
- V. All Needed Services Fully Described (Amount, Frequency, etc.)

IEP Components

For Some Students:

- VI. Transition – Including Transfer of Parental Rights to Students
- VII. Behavior Strategies/FuBA & BIP
- VIII. ESY Needs
- IX. Braille
- X. Communication Needs
- XI. Assistive Technology

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13. Did the principal (LEA Representative) or his/her representative attend the IEP meeting?

<i>STRATEGIES:</i>

Include requirements in LEA training.

Consider using qualified special education personnel to serve as the LEA designee, if appropriate.
--

Train teams to introduce team members and roles at the beginning of the meeting.
--

Consider the use of name tents which include team member role to ensure parents are aware of the roles/members in attendance.

Develop a yearly self-review process using the UPIPS program so teachers see the importance of the documentation.

LEAs and USOE collaborate with IHEs to infuse requirements of administrators in the IEP process throughout instruction.

LEAs provide training on expectations for principals.

LEA – Who, What, How??

LEA Basic Job Description

as described by Fed. (1999) &
State (2000) Regs:

- Child Find pg 13
- Reg Ed Interventions pg 14
- Initial Evaluation pg 14
- Eval Procedures pg 15
- Re-Eval Data Review pg 16/17
- Determination/Elig pg 17

LEA – Who?

For our purpose,
LEA is a
Representative
of the
Local Educational
Agency...

THIS MEANS YOU.

- Service Delivery pg 39
- IEP Meetings pg 41
- Develop, Review, &
Revision of IEP pg 44
- Assistive Technology pg 49
- IEP Accountability pg 51
- LRE pg 51
- Placements pg 52
- Discipline pg 90

IDEA "2004 is the new Federal law regarding Special Education.

The state of Utah is in the process of creating its' rules based on the IDEA 2004.

Utah currently defines the LEA as: *The forty Utah school districts, the Utah Schools for the Deaf and the Blind, and public charter schools that are established under the state law.*

The law specifically provides that the Representative is someone that:

- (i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
- (ii) Is knowledgeable about the general curriculum; and
- (iii) Is knowledgeable about the availability of resources of the public agency.

LEA – What?



ASD Special Ed

LEA – How?

Each school is responsible for having at least one legal representative of the district. Ultimately, this responsibility falls to the school principal! You became the LEA by way of choice or delegation.

So, what do you do with it?

Learn what it is the LEA does; assist the school team; keep learning the law & working with/for students!

*See "LEA Job Description" front left pg.

Where do you turn for HELP?

UT State Office of Ed webpage:
<http://www.usoe.k12.ut.us/sars/RulesRegs.htm>

Hard copies of rules & regs in Special Ed Rules & LRBI Manual

School Special Education Team

Teacher Leader Area Coordinator

Area Special Education Director

About Our Department...

Kay Clark, Director of Special Education

Secretaries: Kathy Murdoch & Shelley Ball

Directors:

Linda Otte, SpEd Early Childhood, Compliance & Support Services

Justin Keetch, Secondary Bruce Farrer, Elem-South Karen Slife, Elem-North

Coordinators:

Tanya Toles, Prof Dev

Pam McKinney, Curriculum, Tuition PreSch

Frank Garrett, PreSch

Ryan Burke, Sch Psychologists Jill Allgaier, SMG

Teacher Leaders:

Kim Wong & Roslyn Nelson, Elem-S Diane Reaveley & Dana Wilson, Elem-N

Sharon Busby & Vicki Groesbeck & Marguerite Mower & Melanie Hansen, Sec

Ginger Pierce & Tammy Card, CDS

Support Services:

Nancy Olsen, Goalview

Adam Hansen, Computer Tech

We're on the Web!

See us at:

<http://specialed.alpinedistrict.org/>

ALPINE SCHOOL DISTRICT SPECIAL EDUCATION

575 N 100 E

American Fork, UT 84003

Office Phone:

801.756.8410

801.756.8461

Fax:

801.763.7021

14. Did the team ask for and consider your input on goals for your child's IEP?**STRATEGIES:**

Use Parent Input form to solicit parent input before/during the IEP meeting. (Summit Academy EXAMPLE)

Provide a parent portfolio to keep all information gained from the parents to move with the child throughout the school years.

Document parent input on the IEP.

As a team, request additional information from parents (i.e., medical reports, outside evaluation).

As a team, acknowledge and paraphrase parent input to show parents their input was considered and listened to.

Send parents a letter asking if they had additional input to be considered during the IEP.

Verbally review completed parent input form during eligibility meeting.

Provide professional development to IEP team on positive communication strategies.

UPC provides training for parents on the input process.

Send draft versions of goals and objectives (if applicable) home prior to the meeting for parental review.

If using a computerized IEP, ensure all team members understand that changes may be made during the meeting. These possible options include: making changes on the final copy and getting the parent to initial next to the change or making changes on the computer and printing a new final copy. Train teams to hold meetings in a space with a computer and have the computerized program available on the computer prior to the start of the meeting (LEA's office, classroom or conference room with appropriate configuration).

Parent Input Form

(Optional)

Confidential – Staff use only

Student's Name:

Date:

Form Completed by:

Allergies:

Diagnosis(es): (optional)

My child learns best using the following types of model or modes of learning based upon my parenting experience:

- ☐ Do not know
- ☐ Auditory (Learns well through listening, verbal instructions, CD's)
- ☐ Kinesthetic (Learns well with physical experiences)
- ☐ Visual (Learns best by seeing, visual supports, computer, DVD's)
- ☐ Other:

Attributes your child possesses:

Items which my child likes or which motivate my child:

Items which can upset my child:

Please explain successful strategies you have used to reduce, eliminate or redirect your child when the child becomes upset:

What not to do if my child becomes upset:

Items, strategies or programs used at home to help my child communicate, complete his/her work or to learn concepts:

Please list strategies, programs or interventions that you believe have been unsuccessful for your child and why you think they were unsuccessful:

15. Were all of your child's educational needs addressed during the IEP meeting?

STRATEGIES:

Encourage parents to request a draft IEP to review prior to the IEP meeting.
--

Offer inservices for parents of students with disabilities, which provides an opportunity for parents to get and give advice to each other and to the LEA.
--

Have parents complete a worksheet prior to the IEP meeting stating the student's strengths, areas of concern, possible IEP goals, and thoughts for the future.
--

As a team, consider all educational needs, not just academic needs.

16. At your child's IEP meeting, did the team discuss how your child would participate in statewide and district-wide testing (U-PASS, CRTs, UAA)?

STRATEGIES:

Provide training for related service providers on the U-PASS requirements and how to document IEP team decisions.

Provide training for special education staff on the U-PASS requirements and how to document IEP team decisions.

Modify Goalview and IEP Pro forms to require the U-PASS addendum to be fully completed for all IEPs.

USOE provides training to LEA Assessment Directors on the U-PASS requirements so they can disseminate the current information to the LEA staff.

Continue efforts to increase coordination between the USOE Special Education and the USOE Assessment Departments to ensure that correct information is disseminated in a timely manner, while considering the LEA schedule.

Selecting Accommodations: Do's/Don'ts

(U-PASS 2007-08 Assessment Participation & Accommodations Policy, pg 22)

Do

- 1-Make accommodations (ACM) decisions based on individualized needs.
- 2-Select ACM that reduce the effect of the disability or limited English proficiency.
- 3-Be certain to document instructional and assessment ACM on the student's ELL, IEP, or Section 504 plan.
- 4-Be familiar w/types of ACM that may be used as both instructional and/or assess ACM.
- 5-Be specific about the "where, when, who & how" of providing ACM.
- 6-Refer to state ACM policies and understand implications of selections.
- 7-Evaluate ACM used by the student.
- 8-Get input about ACM from teachers, parents, and students, and use it to make decisions at ELL, IEP, or 504 team planning committee meetings.
- 9-Provide ACM for assessments routinely used for classroom instruction.
- 10-Select ACM based on specific individual needs in each content area.

Don't

- 1-Don't make ACM decisions based on whatever is easiest to do (e.g., preferential seating).
- 2-Don't select ACM unrelated to documented student learning needs or ACM intended to give students an unfair advantage.
- 3-Don't use an ACM that has not been documented on the ELL, IEP or Section 504 plans.
- 4-Don't assume that all instructional ACM are appropriate for use on assessments.
- 5-Don't simply indicate that an ACM will be provided "as appropriate" or "as needed."
- 6-Don't check every ACM possible on a checklist simply to be "safe."
- 7-Don't assume the same ACM remain appropriate year after year.
- 8-Don't make decisions about instructional and assessment ACM by yourself w/o other team members.
- 9-Don't provide an assessment ACM for the first time on the day of a test.
- 10-Don't assume certain ACM, such as extra time, are appropriate for every student in every content area.

U-PASS: Assessment Participation & Accommodations Policy, USOE, July 2007

(www.usoe.k12.ut.us Special Ed; Services; Assessment)

Full Participation in U-PASS

"Both federal and state laws require that all students be administered assessments intended to hold schools accountable for the academic performance of students. These laws include state statutes that regulate the Utah Performance Assessment System for Students (U-PASS). The most prominent federal laws are the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). ELL team members, Individualized Education Program (IEP) team members, and Section 504 team members must actively engage in a planning process that addresses: 1) Assurance of the provision of accommodations to facilitate student access to grade-level instruction and state assessments, and 2) Use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities.

All Students are expected to participate in the state accountability system with only a few exceptions, as noted below. This principle of full participation includes ELL students, students with an Individualized Education Program (IEP), and students with a Section 504 plan. **Special Conditions that Warrant Exemption from Statewide Assessments:** Any student may be **excused** from participation in statewide assessments in the event of a **medical emergency** where a student is suffering extreme distress, such as a medical or psychological crisis. The reason for the exemption must be documented in the student's cumulative record. When a student is excused from an assessment, it is only for the immediate administration of the test. He/she should be included in the next administration of the test." (pg 7-8)

Basic Principles for Selecting, Administering, and Evaluating Accommodations

"Careful Consideration of the importance of selecting, administering, and evaluating accommodations for students with special needs is critical. To assist with that process, users should examine the philosophical foundation outlined below. This foundation is built upon a five-step process for planning teams that will select accommodations for English language learners, students with disabilities, and students with Section 504 plans.

The five essential steps are:

- 1-Expect students to participate in assessments and achieve grade-level academic content standards.
- 2-Learn about accommodations for instruction and assessment.
- 3-Select accommodations for instruction and assessment for individual students.
- 4-Administer accommodation during instruction and assessment.
- 5-Evaluate and improve accommodation use." (pg 13)

17. At your child's IEP meeting, did the IEP team discuss classroom accommodations and modifications your child needs?

STRATEGIES:

Provide parents with a copy of the page of the IEP that documents accommodations and modifications.

Use a Parent Input form to solicit input from parents prior to/during the IEP meeting.

Summarize accommodations and give written examples to the parents and all staff who work with the student.

Provide training for general education teachers on accommodations.

Provide general education teachers with a copy of informational materials regarding accommodations. (Murray EXAMPLE)

As a team, consider the appropriate use of accommodations for the student's least restrictive environment (LRE).

Consider using a computer-based assessment option generator for student specific accommodation ideas that target specific needs.

POSITIVE BEHAVIOR SUPPORTS FOR ALL STUDENTS

✓ Post class schedule

- Large enough for all to see
- Icons or pictures added for students with language/reading deficits
- Keep it up to date daily
- Some students will need individual schedules at their desk



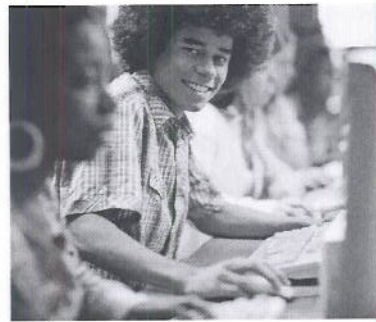
✓ Post classroom rules

- Treat each other with respect
- Your actions may not cause a problem for anyone else
- If you cause a problem, you will be asked to solve it
- If you cannot solve the problem or choose not to, I will do something. What I do will depend upon the situation and the person involved.
- If I do something that appears to be unfair, whisper to me, "I'm not sure that's fair," and we will talk about it.



✓ **8:1 ratio of positive to negative statements**

- Turn a negative statement into a positive one
 - "Just because I like you, should I let you get by with that?"
 - "I get distracted when there is a pencil tapping."
 - "It scares me to see you running in the hall. Wait right here for a moment, then you can go."
 - "I listen to people who raise their hands."
 - "Feel free to return to the group as soon as you can handle it."
- Provide two options you are prepared to accept (i.e. "Would you rather work quietly or go to recovery?")



✓ **Structure transition times**

- Refer to class schedule as to what comes next
- Structure line up routine
 - "Everyone wearing red...line up."
 - Dots on floor to cue where to stand
 - Knots in a rope to hold onto to cue the spacing



✓ **Structure free time**

- Keep free time to a minimum
- Provide approved activities for free time
 - Read a book
 - File of activities
 - Draw



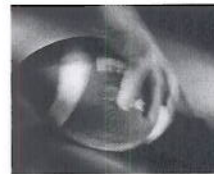
✓ **Collaborate as a team**

- General education teachers must keep special education teachers informed as to what will be taught in the classroom
- Special education teachers must keep regular education teachers informed as to what modifications the students need
 - Modifications may be more than assigning less work
 - May require providing materials to the general education teachers



✓ **Provide structured recess if necessary**

- Play with the students - football, basketball, kickball, softball, dodgeball, ultimate Frisbee
- Dance contests
- Teach social skills along with sport skills
 - Don't get mad or quit
 - Have fun!
- Include in behavior intervention plan
- Provide modifications to help students be successful
 - Special education student assigned to be the center in the football game. Therefore, she got to touch the ball every play!
- Work with the janitor



✓ **Circulate among students when working at their desks**

- Teacher to spend little or no time at teacher's desk
- Pay attention to seating arrangement
 - Place students that need the most attention closest to where instruction takes place
 - Separate students that set each other off



✓ **Use common language when giving directions**

- "Show me listening."
- "Look. Stay still. Think."
- "Instead of hitting, use your words."



✓ **Use seating arrangements that promote students' in-seat behavior**

- Wiggly student may sit on a ball
- Student that needs to move may be assigned two desks and allowed to move at any time
- Mask off area around the desk and allow student to stand within this area as needed
- When student becomes wiggly, teacher assigns student to take a message to the office
- When student becomes wiggly, teacher assigns student to go get a drink



✓ **Base programming decisions on regular data collection**

- Progress monitoring
- Collaboration



✓ **Teach with explicit instruction using visuals/manipulatives**

- Color code materials
- Teach using hands-on strategies
- Use base ten blocks for math



✓ **Target one inappropriate behavior at a time**

- Be positive!
- Ignore bad behavior - expect an extinction burst!
- Reward good behavior - "I noticed" Don't say, "That's good," because that implies that other things about them are bad.



✓ **Teach a replacement behavior to replace the behavior you are trying to extinguish**

- Systematically teach the replacement behavior
- Systematically reinforce the replacement behavior
- Collect data on the replacement behavior
- Teaching a replacement behavior is critical! If you don't replace it the student will replace it, usually with a worse one!



✓ **Reinforce appropriate behavior often**

- "I notice you are sitting quietly."



✓ **Use Precision Commands and Enforceable Statements**

- Precision Commands
 - "Justin, go sit down, please." If complies, a reward is given.
 - "Justin, I need you to sit down." If complies, acknowledgement is given.
 - If Justin does not comply, the consequence is given.
- Enforceable Statements - tell students what you will do since you can't make them do anything.
 - "I'll begin as soon as you are seated."
 - "All of those who can handle the paintbrushes correctly are welcome to join us in the project."
 - "I give full credit for papers turned in on time."
 - "I'll be glad to discuss this as soon as you are as calm as me."



✓ **Avoid inadvertently reinforcing misbehavior with adult attention**

- "If you can't play the game nice you have to sit out with me."
- "We need to talk about your behavior. Why did you do that?"



18. Did you sign a consent form before your child was placed in special education?

STRATEGIES:

Develop a yearly self-review process using the UIPS program so teachers see the importance of the documentation.

Ensure that written consent is obtained from parents prior to placement in initial special education.

Provide teachers with a "script" to ensure they clarify the meaning of the initial placement document.

19. Do you fully understand the purpose of the IEP for your child?

<i>STRATEGIES:</i>

Provide parents with a flow chart showing the IEP process from referral to reevaluation. This flow chart could also be posted on the LEA's web page.
--

Offer inservices for parents of students with disabilities, which provides an opportunity for parents to get and give advice to each other and to the LEA.
--

Provide parents with a copy of the UPC IEP Manual.
--

20. Are your child's general education teachers aware of your child's learning needs?

STRATEGIES:

Provide every general education teacher, as well as the parents, with a portfolio including the IEP, summary of accommodations and modifications, and copies of parents' input.

Ensure that at least one general education teacher attends every IEP meeting. This helps the IEP team to understand how the student is performing in the general education classroom as well as in the special education classroom.

Develop an LEA online grade tracking system which includes/notifies teachers of classroom accommodations for students in their classes (i.e., Encore, Powerschool). This is increasing general education teacher involvement in IEPs.

Ensure that general education teachers are provided with relevant IEP information for students who are transferring into their classroom (i.e., tracking system, email reminders).

If an IEP is modified, ensure general education teachers are provided a copy of the changes.

LEAs and USOE collaborate with IHEs to infuse requirements of administrators in the IEP process throughout instruction.

LEAs provide training on expectations for general education teachers.

21. Does the staff in the general classroom consistently provide the accommodations and modifications written in our child's IEP?

STRATEGIES:

Provide training during faculty meetings on accommodation requirements and how to provide typical accommodations (i.e., follow-up with individual teachers regarding specific students).

Look at PBS available in classrooms for all students.

Include accommodations provisions in progress reports.

Consider Goalview revision to pull off accommodations and provide to general ed teachers in a summary sheet.

Jordan & Davis provides adapted curriculum which may be purchased or downloaded.

Ensure school faculty understands the requirement.

Ensure IEP teams guide the accommodation discussion to address specific student needs. This should be in place of an accommodation checklist.

Include requirements in LEA training.

Develop an LEA online grade tracking system which includes/notifies teachers of classroom accommodations for students in their classes (i.e., Encore, Powerschool). This is increasing general education teacher involvement in IEPs.

Use IEP At-a-Glance, which could be filled out by the general education teacher during the IEP meeting. (Park City EXAMPLE)

Increase collaboration opportunities between general education and special education (as a reminder).

Provide training for general education teachers on how to provide accommodations.

Develop a system to track the provision of the accommodations for each student.

22. Do your child's general education and special education teachers work together to implement the IEP?

<i>STRATEGIES:</i>

Provide each general education teacher with an inclusion manual at the beginning of each year. (Example available from Murray SD)

Increase collaboration time (structured) for general education and special education teachers.
--

Include description of collaboration between general education and special education in IEP progress reports.

Utilize technology as much as possible to increase collaboration in less time.
--

23. Is your child getting all of the services listed on the IEP?

<i>STRATEGIES:</i>

Daily communication is necessary for parents to be assured of services received. A checklist or email is an efficient way to share this information.
--

Related service providers could provide a short summary of what activities they did to go home with the child. A half-page on NCR paper works well to share information and to keep a copy for school records.
--

Davis on-line progress report for IEP goals may be downloaded at http://www.davis.k12.ut.us/sped/Fillable%20Forms%20for%20Web/progress%20cover.pdf .
--

Consider using email for progress reports on IEP goals to parents.
--

Staff training on what a progress report includes (i.e., explain difference between grade/report card and progress reports).
--

Consider providing progress reports on IEP goals and discussing with parents during parent/teacher conference.
--

Davis School District
 PO Box 588, Farmington, UT 84025
 Office: 801-402-5261 Fax: 801-402-5249

IEP Progress Report for

Progress report for school year

Term

Areas Reflected on Your Student's Progress Report (Areas noted are addressed on the IEP)

Area	Goal	Level of Progress
<input type="checkbox"/> Basic Reading		
<input type="checkbox"/> Reading Comprehension		
<input type="checkbox"/> Math Computation		
<input type="checkbox"/> Math Application		
<input type="checkbox"/> Written Language		
<input type="checkbox"/> Behavior		
<input type="checkbox"/> Non-compliance		
<input type="checkbox"/> Verbal Aggression		
<input type="checkbox"/> Physical Aggression		
<input type="checkbox"/> Other		
<input type="checkbox"/> Other		
<input type="checkbox"/> Other		

See attached documents for detailed information regarding your student's progress on the above noted areas.

When you have finished reading the Progress Report

- Please keep the Progress Report for your records, and
- Complete and return the second page, including the Parent Comments section.

Parent Comments on Progress Report for school year , Term

1. Parent/Teacher ☐ Yes Check this box if you want to schedule a conference, in addition to your child's SEP Conference, to discuss this progress report with your student's special education teacher.
- ☐ No Check this box if you do NOT want to schedule a conference

2. Comments _____

3. Your Signature _____

4. Phone _____

5. Date _____

6. Please complete and return this page to your student's teacher within five (5) days.

If you have any questions about your student's performance on these goals and objectives, please contact at for additional information.

Parent, Guardian and Student Rights

Davis School District is an equal access/equal opportunity institution for education and employment. Questions or Complaints regarding the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973 may be addressed to Davis School District at PO Box 588, Farmington, UT 84025

Federal and State Regulations require that parents, guardians and students be informed of their rights. To obtain a copy of a document describing your rights, please contact your student's school.

24. Are the related services your child receives (i.e., speech therapy, occupational therapy, counseling) helping him/her to make progress from special education services?

STRATEGIES:

What are Related Services? Related services are required to assist a child with a disability to benefit from special education.

What does Federal Law & USOE say?

Responsibilities of the LEA ...

At District Level (LEA):

- Oversee personnel issues (hire, and assist in evaluation, etc.)
- Provide training, equipment and most supplies
- Assign to schools

At School Level (LEA): Get to know your related servers

- Give them a tour of your school and explain your school's culture/climate
- Let them know who they should work through if they have concerns
- Introduce them to your school office staff (including secretaries)
- Remind them to check in with the secretaries when they come to your building and when they leave.
- If your school is their Homebase school- Attendance, district memo's and pay checks come to your school for them.
- Include them in your school's positive behavioral support trainings
- Provide appropriate physical facilities, and basic materials/supplies (including faculty room mail box/slot)
- Ensure participation (as appropriate) in evaluation and IEP meetings (Schedule in advance for days they are in your building)
- Schedule team meetings for days they can attend
- Notify district supervisor of concerns, questions, difficulties

Fed. Reg./No. 48, Vol. 64/Section 300.347 state that an IEP must contain:

- (3) A statement of the special education and related services and supplementary aids ... that will be provided for the child-
- (i) To advance appropriately toward attaining the annual goals;
- (ii) To be involved and progress in the general curriculum ... and to participate in extracurricular and other nonacademic activities; and ...

USOE Special Education Rules I.E.42. Related services. All ...

Transportation and such developmental, corrective, and other supportive services determined by an IEP team as required to assist a student with a disability to benefit from special education. Such services include speech language pathology; audiology services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in students; counseling services, including rehabilitation counseling; orientation and mobility services; interpreters; interveners; and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools and parent counseling and training.

Related Servers? Who are they?

Adaptive PE Teachers/Paras

Address gross motor skills, through developmental games, sports or similar activities designed for students whose disabilities prevent safe or successful participation in regular physical education.

Occupational Therapists/Paras

Address fine motor skills, the improvement of sensory integration, handling of objects, posturing of one's body and increasing daily living functioning. All services must be educationally relevant.

Physical Therapists/Paras

Address gross motor skills, including ambulation, balance, and specific supports to students with orthopedic/physical limitations which impede the students' ability to access their educational settings. Services are not rehabilitation based. All services must be educationally relevant.

Speech Language Pathologists

Provides services concerned with prevention, identification and

treatment of disorders in speech, language, oral and pharyngeal sensorimotor function.

Deaf/Hearing Specialists/Paras

Address alternative communication in the absence of both hearing and/or speech: (a) auditory training, (b) oral/aural, (c) oral/aural plus cued speech or other supportive modes of communications, (d) speech and sign language, and (e) visual only (sign language).

Audiologist Determines the range, nature, and degree of hearing loss, including referrals to other professionals to address the habilitation of hearing. Addresses student needs for group and individual amplification, selecting and fitting appropriate aids, and evaluating the effectiveness of amplification.

School Nurse Assists IEP teams in development and implementation of health plans. (Health plans are to consider how the students' medical condition may affect access to and progress in educational settings.)

....continued on page 2...

25. Does your child participate in school activities such as assemblies, after school activities, and field trips with non-disabled students?

STRATEGIES:

Maintain an inclusive school climate. Increase involvement in small classes and extra-curricular clubs which do not identify nor distinguish between special education and regular education students.

LEA conducts a self assessment to determine why parents say their student doesn't participate in nonacademic and extracurricular activities and uses results to implement strategies.

Provide parents information regarding available school activities in advance.

UPC training on IEP section (which addresses this) to prompt parents to ask questions regarding this issue during IEP meetings.

Provide training for IEP team members on addressing this section of the IEP.

Consider using special education staff as advisors for clubs and activities.

Utilize peer tutors to increase student with disabilities participation in extracurricular activities and increase social skill interaction opportunities.

26. Do you receive periodic reports on your child's progress toward IEP goals?

STRATEGIES:

Davis on-line progress report on IEP goals may be downloaded at <http://www.davis.k12.ut.us/sped/Fillable%20Forms%20for%20Web/progress%20cover.pdf>.

Consider using email for progress reports on IEP goals to parents.

Staff training on what a progress report includes (i.e., difference between grade/report card and progress reports).

Consider providing progress reports on IEP goals and discussing with parents during parent/teacher conference.

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IEP Progress Report for

Progress report for school year

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<input type="checkbox"/> Written Language		
<input type="checkbox"/> Behavior		
<input type="checkbox"/> Non-compliance		
<input type="checkbox"/> Verbal Aggression		
<input type="checkbox"/> Physical Aggression		
<input type="checkbox"/> Other		
<input type="checkbox"/> Other		
<input type="checkbox"/> Other		

See attached documents for detailed information regarding your student's progress on the above noted areas.

When you have finished reading the Progress Report

- Please keep the Progress Report for your records, and
- Complete and return the second page, including the Parent Comments section.

Parent Comments on Progress Report for school year , Term

1. Parent/Teacher ☐ Yes Check this box if you want to schedule a conference, in addition to your child's SEP Conference, to discuss this progress report with your student's special education teacher.
- ☐ No Check this box if you do NOT want to schedule a conference
2. Comments _____
3. Your Signature _____
4. Phone _____
5. Date _____
6. Please complete and return this page to your student's teacher within five (5) days.

If you have any questions about your student's performance on these goals and objectives, please contact at for additional information.

Parent, Guardian and Student Rights

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Federal and State Regulations require that parents, guardians and students be informed of their rights. To obtain a copy of a document describing your rights, please contact your student's school.

27. Is your child making progress toward meeting the goals on his/her IEP?

STRATEGIES:

Mail home progress reports on IEP goals on a monthly or quarterly basis. These could also be emailed if parents have access to internet.

Progress reports towards IEP goals are sent out with the general education report card so that parents have all the information they need all together.

Davis on-line progress report on IEP goals may be downloaded at <http://www.davis.k12.ut.us/sped/Fillable%20Forms%20for%20Web/progress%20cover.pdf>.

Staff training on what a progress report includes (i.e., difference between grade/report card and progress reports).

Consider providing progress reports on IEP goals and discussing with parents during parent/teacher conference.

Discuss with parents strategies to reinforce IEP goals at home.

Consider using student led IEPs to develop goals that the student is motivated to work on.

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IEP Progress Report for

Progress report for school year

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Area	Goal	Level of Progress
<input type="checkbox"/> Basic Reading		<input type="text"/>
<input type="checkbox"/> Reading Comprehension		<input type="text"/>
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<input type="checkbox"/> Math Application		<input type="text"/>
<input type="checkbox"/> Written Language		<input type="text"/>
<input type="checkbox"/> Behavior		<input type="text"/>
<input type="checkbox"/> Non-compliance		<input type="text"/>
<input type="checkbox"/> Verbal Aggression		<input type="text"/>
<input type="checkbox"/> Physical Aggression		<input type="text"/>
<input type="checkbox"/> Other		<input type="text"/>
<input type="checkbox"/> Other		<input type="text"/>
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5. Date _____

6. Please complete and return this page to your student's teacher within five (5) days.

If you have any questions about your student's performance on these goals and objectives, please contact at for additional information.

Parent, Guardian and Student Rights

Davis School District is an equal access/equal opportunity institution for education and employment. Questions or Complaints regarding the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973 may be addressed to Davis School District at PO Box 588, Farmington, UT 84025

Federal and State Regulations require that parents, guardians and students be informed of their rights. To obtain a copy of a document describing your rights, please contact your student's school.

28. If your child is 15 years or older, did the IEP team discuss transition services (e.g., career interests, employment, high school classes)?

STRATEGIES:

LEA staff training to discuss need for documentation of transition activities.

Include the SEOP as part of the IEP transition plan (and check the box on the transition plan which documents that the SEOP will be used as the course of study).

USOE and LEA training is needed on how to develop a transition plan for students with severe vs. mild moderate disabilities.

UPC workshop "No Where...to Know Where" on transition for parents.

Start IEP with the transition plan.

Develop/provide training for students with disabilities on self-advocacy skills.

Create web-based, IPOD training w/ sample transition plans.

Develop a yearly self-review process using the UPIPS program so teachers see the importance of the documentation.

29. Does our child's IEP provide the direction and plan for helping your child reach her/her long-term goals after he/she leaves public school?

STRATEGIES:

LEA staff training to discuss need for documentation of activities towards long-term goal.

Include the SEOP as part of the IEP transition plan (and check the box on the transition plan which documents that the SEOP will be used as the course of study).

Prompt for the IEP to start with the transition plan.

USOE and LEA training is needed on how to develop a transition plan for students with severe vs. mild moderate disabilities.

UPC workshops on transition for parents.

Develop/provide training for students with disabilities on self-advocacy skills.

Create web-based, IPOD training with sample transition plans.

Develop a yearly self-review process using the UPIPS program so teachers see the importance of the documentation.

Have students complete interest inventories which can be used to guide the transition plan.

30. Do you understand your child's graduation requirements?
--

STRATEGIES:

Offer inservices for parents of students with disabilities, which provides an opportunity for parents to get and give advice to each other and to the LEA.
--

Graduation requirements are reviewed during the IEP meeting and specific goals are created to meet those requirements. Start as early as the team feels is appropriate.

LEA staff training to discuss need for documentation of activities towards long-term goal.
--

Include the SEOP as part of the IEP transition plan (and check the box on the transition plan which documents that the SEOP will be used as the course of study).

Prompt for the IEP to start with the transition plan.

USOE and LEA training is needed on how to develop a transition plan for students with severe vs. mild moderate disabilities.
--

UPC workshops on transition for parents.
--

Develop/provide training for students with disabilities on self-advocacy skills.
--

Provide training for IEP team members to document the graduation course substitutions as part of the IEP.

Increase collaboration/communication between special education case managers and school counselors regarding class schedules and documented graduation course substitutions.
--

31. If your child is 3-5 years old, do you feel that his/her preschool experience has been beneficial?

STRATEGIES:

32. Has your child been removed from his/her special education program as a result of a disciplinary action this school year (suspended or expelled) for more than 10 days?

STRATEGIES:

Staff training on IDEA disciplinary requirements.

LEA training on IDEA disciplinary requirements.

USOE memo available on disciplinary actions. (USOE EXAMPLE)

Disseminate a discipline flowchart.

Long Term Disciplinary Procedures for Students with Disabilities

LEA Disciplinary Policy

Consistent with the requirements of Part B of the IDEA, the Utah Special Education Rules Section V requires each LEA (local education agency) to establish, maintain, and implement policies and procedures for disciplining students with disabilities. If the LEA fails to implement policies consistent with requirements of the IDEA and Utah Rules for Special Education and inappropriately expels a student with disabilities, the LEA will be in violation of both the IDEA and Utah Rules for Special Education, which may constitute a denial of FAPE.

LEAs should carefully read Section V of the Utah Rules of Special Education to be sure that the requirements set forth are thoroughly understood. Generally, irrespective of violation, unless the student is removed from the LEA by another agency (such as law enforcement or DCFS) to another location that requires services be provided by another LEA or state agency, the LEA will be responsible to ensure that the student receives a free appropriate public education (FAPE) under the IDEA. Any questions should be addressed to the USOE State and Federal Compliance Officer or the USOE Technical Assistant for the LEA for guidance.

Utah Rules of Special Education Section V. (Discipline Procedures) (B)(1) authorizes school personnel to consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a student with a disability who violates a code of student conduct. Failure to follow all other requirements of this section may result in a denial of FAPE and corrective action if a formal state complaint or due process hearing were filed.

School Removals for 10 Days or Less

Utah Rules for Special Education Section V(B) authorizes school personnel to remove a student with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting (IAES), another setting, or suspension for not more than ten consecutive school days as long as those removals do not constitute a change of placement. This is often referred to as the ten (10) day rule.

School Removals of More than 10 Days (Requires Special Education Services and a Manifestation Determination)

After a student with disabilities has been removed from their current placement for ten days in the same school year, during any subsequent days of removal, the LEA must provide services to the student. When the ten day rule has been exhausted, prior to any further removals that would constitute a "change of placement", the LEA must complete a manifestation determination to determine whether the violation is a manifestation of the student's disability.

If the team determines that the violation is not a manifestation of the student's disability, the school may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities, except after the tenth day of removal that constitutes a change in placement, the LEA must provide services to the student.

Properly applied, if the LEA determined that the violation was not a manifestation of the student's disability, they could change the student's placement but would be obligated to continue to provide educational services. Section V.C. of the Utah Rules for Special Education clearly states that a student with a disability who is removed from his or her current placement must continue to receive educational services, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

Written Prior Notice and Procedural Safeguards

Written prior notice and procedural safeguards notice must be given to the parents of a student with a disability a reasonable time before the LEA proposes any change of placement. Utah Rules of Special Education.

Manifestation Determination

The LEA must conduct an appropriate manifestation determination. Within ten school days of any decision to change the placement of a student with a disability because of a violation of a code of conduct, the LEA, the parent, and relevant members of the student's IEP team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine whether 1) if the conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the IEP. *Utah Rules for Special Education V.E.*

Special Circumstances (Weapons, Drugs, or Serious Bodily Injury)

Students with disabilities can be removed to an IAES for up to 45 school days. It would be the LEA's responsibility to provide the IAES and the special education services during the 45 day time period.

For additional IDEA disciplinary questions, please contact Lisa Arbogast at lisa.arbogast@schools.utah.gov

LEA Responsibilities, Suspensions, Discipline, LRE, IEP

Behavior Intervention Plan

"Special Education" **means ...:**

"specially designed instruction ... to meet the unique needs of a child with a disability"

- It is not a place.
- It is not a teacher.
- It is not an aide.
- It is ...

Discipline:

Precision Direction

Command Format ...

- Directions given in statement form
- Two times only
- Start with student name
- Give verbal cue that a consequence is coming
- Have Pre-planned consequences

*Note: Info taken from Jim Walsh, 2001 UT Institute on SpEd Law; USOE LRBI Manual, 2001; and Dr. Michael Powers, 2003 presentation

As a quick review, the law specifically provides that the LEA Representative is someone who:

- (a) is knowledgeable about the availability of resources of the LEA.
- (b) (b) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities.
- (c) Is knowledgeable about the general curriculum.

The LEA is responsible to ensure:

"Each student with a disability, ages 3 through 21, in UT, including students with disabilities who have been suspended or expelled from school, who have not graduated from high school with a regular high school

Students with an IEP, unlike their non-disabled peers, may be suspended from school up to 10 days per school year.

As LEA, you or someone designated by you must keep track of suspension days for students with IEPs.

If the school is asking the student to leave, you had better count that day as one of the 10 suspension days.

diploma, receives a free and appropriate public education that includes special education and related services, as specified on the IEP, designed to meet the student's unique needs, and to prepare them for employment and independent living.

BIP: Behavior Intervention Plan

Who has to have one? A student with an IEP:

- Who is removed from IEP placement due to disciplinary problems for 11 days or more in a single school year or
- The IEP team determines that the student needs one. *The IEP Team should consider a BIP "In the case of a child whose behavior impedes his or her learning or that of others.. (34 CFR 300.346)*

There is not a disability that has to have a BIP. It is situation or case specific driven by data, not emotion.

Suspension

If the situation is not clear, err in favor of the student by counting it as a suspension day.

REMEMBER:

- FAPE Free Zone: 10 days only
- It is like Christmas in that it only comes once each year! (No Resetting)



ASD Special Ed

Legally Defensible?

- Good Faith effort for LRE?
- Given Reg Ed support as per IEP?
- FuBA? BIP? Faithful implementation; ample time to work?
- Brainstormed other possible solutions?
- Parent notification & input from them?
- Will more restrictive placement provide FAPE?
- IEP & Blue Folder in compliance?

We're on the Web!

See us at:

<http://specialed.alpinedistrict.org/>

Manifestation Determination Mtg & Emergency Contact

Required when:

- Behavior involves possession or use of drugs or use of drugs or weapons at school.
- School seeks an interim placement due to dangerousness.
- School proposes change of placement for misconduct for which non-disabled students might be similarly disciplined (*including Sexual Harassment*).

Refer to your LEA Resource Manual, Discipline Procedures, pg. 26-33

****REMEMBER****

If school personnel working with a student needs to use a level III or IV intervention to protect the student or others, an Emergency Contact Form must be filled out and sent to the District within 24 hours. (see pg 10-13 LRBI Manual)

-Faxing the form tous puts a date and time stamp on the form for documentation purposes.

- ASD SpEd Fax # (801) 763-7021

About Our Department...

Kay Clark, Director of Special Education

Secretaries: Kathy Murdoch & Shelley Ball

Directors:

Linda Otte, SpEd Early Childhood, Compliance & Support Services
Justin Keetch, Secondary Bruce Farrer, Elem-South Karen Slife, Elem-North

Coordinators:

Tanya Toles, Prof Dev Pam McKinney, Curriculum, Tuition PreSch
Frank Garrett, PreSch Ryan Burke, Sch Psychologists Jill Allgaier, SMG

Teacher Leaders:

Kim Wong & Roslyn Nelson, Elem-S Diane Reaveley & Dana Wilson, Elem-N
Sharon Busby & Vicki Groesbeck & Marguerite Mower & Melanie Hansen, Sec
Ginger Pierce & Tammy Card, CDS

Support Services:

Nancy Olsen, Goalview Adam Hansen, Comp Tech

ALPINE SCHOOL DISTRICT SPECIAL EDUCATION

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Functional Behavior Analysis & Behavior Intervention Plans (LRE)

FuBA: Functional Behavior Analysis

Selecting Interventions:

Classroom personnel

must document that positive behavioral intervention procedures were tried and found ineffective before more intrusive procedures are implemented (unless the behavior is so severe that more intrusive interventions are warranted).

Behavioral Interventions:

- 80% or greater of the intervention should be positive reinforcement of appropriate behavior.
- 20% or less of the intervention should be a consequence.
- 12 positives to override one negative comment.

*Note: Taken from LRBI Manual & Michael D. Powers
Feb. 3 & 4, 2003 presentation

Basic Assumptions

- Behavior is communication
- Behavior is a function of the interactions between the person and the environment
- Intervention must address variables maintaining the behavior
- Outcomes must be evaluated functionally

Functional Analysis

Functional analysis is a process

to determine which reinforcements maintain a behavior, and the stimulus conditions and setting events that set the occasion for that behavior. Three strategies are used to gather information: interviews, direct observation, and manipulation of variables presumed to control or influence the target behavior.

****REMEMBER****

“Functional Analysis is the beginning of the process. It is important, but is not the end!”

BIP: Behavior Intervention Plan

The behavior intervention plan is a detailed plan for implementation of the changes in the antecedents, consequences, and replacement behaviors which have been identified to help the student learn more appropriate behavior.

The plan usually includes baseline data for the frequency and/or severity of the target behavior. The target behavior is defined, the behavior goal for the student is defined, and specific steps to be

implemented leading to an improved result are outlined. The plan also includes a method of collecting data on the student's progress, dates for plan follow-up/ review and steps to improve the relationship with the child.

BIP & LRBI Manual

When writing the Behavior Interventions Plan, review the LRBI manual for ideas.



LRBI: Least Restrictive Behavior Intervention

LRBI Hierarchy of Intervention Procedures

- Preliminary Strategies
Effective classroom practices for all students
- LEVEL I: Positive Intervention Procedures
- LEVEL II: Mildly Intrusive Contingent Procedures
- LEVEL III: Moderately Intrusive Contingent Procedures*
- LEVEL IV: Highly Intrusive Contingent Procedures*

*An IEP team must include a recognized behavior expert when it considers any Level III or IV intervention strategy.

We're on the Web!

See us at:

<http://specialed.alpinedistrict.org/>

Selecting Interventions

Prior to selecting some Level II and all Level III or IV interventions, the team MUST review Preliminary Strategies for Positive Behavioral Supports and Effective Educational Practices and determine whether those practices have been implemented. If these strategies have not been implemented with fidelity, adjustments in the classroom must be made.

Continuum of Intervention Procedures

Are not sequential; minimum of two (2) interventions within each level found to

be ineffective prior to moving to next level; verify positive behavior support and educational practices are in effect at all times.

Informed Consent

Parents are co-equal partners in IEP process; ensure parent notice re: proposed procedures and potential side effects; ensure written prior notice to parents before any IEP meeting; at least three (3) documented attempts must be made/document with parent consent before level III/IV included on IEP.

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Sharon Busby & Vicki Groesbeck & Marguerite Mower & Melanie Hansen, Sec
Ginger Pierce & Tammy Card, CDS

Support Services:

Nancy Olsen, Goalview Adam Hansen, Comp Tech

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SPECIAL EDUCATION**
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American Fork, UT 84003

Office Phone:
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Fax:
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33. Did he/she receive special education services in a different setting during that time?

STRATEGIES:

Staff training on IDEA disciplinary requirements.

LEA training on IDEA disciplinary requirements.

USOE memo available on disciplinary actions. (USOE EXAMPLE)

Disseminate a discipline flowchart.

Provide parent training on IDEA disciplinary requirements.

Develop an information card to provide to parents on IDEA disciplinary requirements for students who are suspended/expelled.

Long Term Disciplinary Procedures for Students with Disabilities

LEA Disciplinary Policy

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If the team determines that the violation is not a manifestation of the student's disability, the school may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities, except after the tenth day of removal that constitutes a change in placement, the LEA must provide services to the student.

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Written Prior Notice and Procedural Safeguards

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Manifestation Determination

The LEA must conduct an appropriate manifestation determination. Within ten school days of any decision to change the placement of a student with a disability because of a violation of a code of conduct, the LEA, the parent, and relevant members of the student's IEP team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine whether 1) if the conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the IEP. *Utah Rules for Special Education V.E.*

Special Circumstances (Weapons, Drugs, or Serious Bodily Injury)

Students with disabilities can be removed to an IAES for up to 45 school days. It would be the LEA's responsibility to provide the IAES and the special education services during the 45 day time period.

For additional IDEA disciplinary questions, please contact Lisa Arbogast at lisa.arbogast@schools.utah.gov

34. Does the school provide the information you need to have a positive effect on the quality of your child's program (i.e., frequent communication)?

STRATEGIES:

Teach staff members positive communication strategies.

Provide staff with "Catch Them Being Good" postcards to drop in the mail to report positive things to the parents.

35. Does the school facilitate opportunities for you to provide input about your child's education other than at IEP meetings (i.e., respective input)?

STRATEGIES:

LEA surveys could reference these things (so parents recognize them).

Include parents of students with disabilities in school committees and outreach efforts.

Include information in LEA principals' meetings.

Communicate with school staff on this issue.

Frequent parent communication.

Use Parent Input form to solicit input from parents. (Summit Academy EXAMPLE)

Develop a scheduled opportunity for parents to bring concerns and comments to LEA administration.

Parent Input Form

(Optional)

Confidential – Staff use only

Student's Name:

Date:

Form Completed by:

Allergies:

Diagnosis(es): (optional)

My child learns best using the following types of model or modes of learning based upon my parenting experience:

- ☐ Do not know
- ☐ Auditory (Learns well through listening, verbal instructions, CD's)
- ☐ Kinesthetic (Learns well with physical experiences)
- ☐ Visual (Learns best by seeing, visual supports, computer, DVD's)
- ☐ Other:

Attributes your child possesses:

Items which my child likes or which motivate my child:

Items which can upset my child:

Please explain successful strategies you have used to reduce, eliminate or redirect your child when the child becomes upset:

What not to do if my child becomes upset:

Items, strategies or programs used at home to help my child communicate, complete his/her work or to learn concepts:

Please list strategies, programs or interventions that you believe have been unsuccessful for your child and why you think they were unsuccessful:

36. Is there a communication system in place that provides you the opportunity to exchange important information about your student as often as necessary?

STRATEGIES:

LEA surveys could reference these things (so parents recognize them).

Include parents of students with disabilities in school committees and outreach efforts.

Include information in LEA principals' meetings.

Communicate with school staff on this issue.

Frequent parent communication.

Use Parent Input form to solicit input from parents. (Summit Academy EXAMPLE)

Develop a scheduled opportunity for parents to bring concerns and comments to LEA administration.

Develop a scheduled opportunity for parents to bring concerns and comments to LEA administration.

Parent Input Form

(Optional)

Confidential - Staff use only

Student's Name:

Date:

Form Completed by:

Allergies:

Diagnosis(es): (optional)

My child learns best using the following types of model or modes of learning based upon my parenting experience:

- ☐ Do not know
- ☐ Auditory (Learns well through listening, verbal instructions, CD's)
- ☐ Kinesthetic (Learns well with physical experiences)
- ☐ Visual (Learns best by seeing, visual supports, computer, DVD's)
- ☐ Other:

Attributes your child possesses:

Items which my child likes or which motivate my child:

Items which can upset my child:

Please explain successful strategies you have used to reduce, eliminate or redirect your child when the child becomes upset:

What not to do if my child becomes upset:

Items, strategies or programs used at home to help my child communicate, complete his/her work or to learn concepts:

Please list strategies, programs or interventions that you believe have been unsuccessful for your child and why you think they were unsuccessful:

37. Does your school encourage your involvement as a means of improving services and results for your child with disabilities?

<i>STRATEGIES:</i>

LEA surveys could reference these things (so parents recognize them).

Include parents of students with disabilities in school committees and outreach efforts.
--

Include information in LEA principals' meetings.
--

Communicate with school staff on this issue.
--

Frequent parent communication.

Use Parent Input form to solicit input from parents. (Summit Academy EXAMPLE)

Develop a scheduled opportunity for parents to bring concerns and comments to LEA administration.

Parent Input Form

(Optional)

Confidential - Staff use only

Student's Name:

Date:

Form Completed by:

Allergies:

Diagnosis(es): (optional)

My child learns best using the following types of model or modes of learning based upon my parenting experience:

- ☐ Do not know
- ☐ Auditory (Learns well through listening, verbal instructions, CD's)
- ☐ Kinesthetic (Learns well with physical experiences)
- ☐ Visual (Learns best by seeing, visual supports, computer, DVD's)
- ☐ Other:

Attributes your child possesses:

Items which my child likes or which motivate my child:

Items which can upset my child:

Please explain successful strategies you have used to reduce, eliminate or redirect your child when the child becomes upset:

What not to do if my child becomes upset:

Items, strategies or programs used at home to help my child communicate, complete his/her work or to learn concepts:

Please list strategies, programs or interventions that you believe have been unsuccessful for your child and why you think they were unsuccessful:

38. Were you ever given information about organizations that offer support for parents with students with disabilities by your school/district?

STRATEGIES:

USOE will send the UPC information flier to all LEAs annually.

USOE will provide an email list to the UPC for charter schools and districts so that they can disseminate training information annually.

LEAs may post the UPC information on the LEA website.

39. Have you participated in person, by phone, by email, or online in any training offered by the district, school, other parent groups, or the Utah Parent Center?

STRATEGIES:

USOE will send the UPC information flier to all LEAs annually.

USOE will provide an email list to the UPC for charter schools and districts so that they can disseminate training information annually.

LEAs may post the UPC information on the LEA website.

Send home a monthly flyer to parents that inform them of trainings available in the LEA, school, other parent groups, and the Utah Parent Center. Post this information on the LEA's web page.

Offer inservices for parents of students with disabilities, which provides an opportunity for parents to get and give advice to each other and to the LEA.

40. Have you been offered an opportunity by your school/school district to participate in any parent trainings?

STRATEGIES:

USOE will send the UPC information flier to all LEAs annually.

USOE will provide an email list to the UPC for charter schools and districts so that they can disseminate training information annually.

LEAs may post the UPC information on the LEA website.

Send home a monthly flyer to parents that inform them of trainings available in the LEA, school, other parent groups, and the Utah Parent Center. Post this information on the LEA's web page.

Offer inservices for parents of students with disabilities, which provides an opportunity for parents to get and give advice to each other and to the LEA.

Davis School District
 PO Box 588, Farmington, UT 84025
 Office: 801-402-5261 Fax: 801-402-5249

IEP Progress Report for

Progress report for school year

Term

Areas Reflected on Your Student's Progress Report (Areas noted are addressed on the IEP)

Area	Goal	Level of Progress
<input type="checkbox"/> Basic Reading		<input type="text"/>
<input type="checkbox"/> Reading Comprehension		<input type="text"/>
<input type="checkbox"/> Math Computation		<input type="text"/>
<input type="checkbox"/> Math Application		<input type="text"/>
<input type="checkbox"/> Written Language		<input type="text"/>
<input type="checkbox"/> Behavior		<input type="text"/>
<input type="checkbox"/> Non-compliance		<input type="text"/>
<input type="checkbox"/> Verbal Aggression		<input type="text"/>
<input type="checkbox"/> Physical Aggression		<input type="text"/>
<input type="checkbox"/> Other		<input type="text"/>
<input type="checkbox"/> Other		<input type="text"/>
<input type="checkbox"/> Other		<input type="text"/>

See attached documents for detailed information regarding your student's progress on the above noted areas.

When you have finished reading the Progress Report

- Please keep the Progress Report for your records, and
- Complete and return the second page, including the Parent Comments section.



Parent Comments on Progress Report for school year , Term

1. Parent/Teacher ☐ Yes Check this box if you want to schedule a conference, in addition to your child's SEP Conference, to discuss this progress report with your student's special education teacher.
- ☐ No Check this box if you do NOT want to schedule a conference

2. Comments

3. Your Signature

4. Phone

5. Date

6. Please complete and return this page to your student's teacher within five (5) days.

If you have any questions about your student's performance on these goals and objectives, please contact at for additional information.

Parent, Guardian and Student Rights

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Federal and State Regulations require that parents, guardians and students be informed of their rights. To obtain a copy of a document describing your rights, please contact your student's school.